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ABSTRACT

This annotated bibliography lists materials dealing with consumer education for the preschooler. Part one deals with curriculum development, consumer socialization, and advertising. Journal articles, monographs, ERIC documents, conference papers, and research reports are cited. Part two cites books, pamphlets, and other resources on programs and learning activities for preschool and for kindergarten and up. Part three lists bibliographies and reference materials. (Author/RM)

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CONSUMER EDUCATION FOR THE YOUNG CHILD

VOLUME 2: AN ANNOTATED BIBLIOGRAPHY

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Ontario Ministry of Consumer and Commercial Relations

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3.0 Bibliographies and Reference Materials

Chamberlin, Richard J. "A Case for Consumer Studies in the Early Grades". The Elementary School Journal, 78:5 (May 1978), 295-303.

This paper reviews the findings of the Western Provincial Task Force on Elementary Consumer Education. The Task Force surveyed elementary school teachers in Alberta, British Columbia, and Saskatchewan. The findings show that from a list of eight general topics in consumer studies, most teachers felt that Hazardous Products and Rights and Responsibilities were important subjects at the elementary levels. In general, there was high acceptance for the eight suggested topics. However, only 39.4% of the respondents were already teaching some of the topics listed and 94.4% of those teaching one or more consumer topics spent less than forty-five minutes per week on each topic. A trend toward more consumer education did emerge with 55.2% of the teachers planning to introduce these topics in the coming school year. The Task Force also reviewed relevant literature in the area which indicated that children of elementary school age can grasp consumer concepts readily. The Task Force concluded that children should experience consumer education at the earliest possible age.

*this study is available at the Consumer Information Center

need for consumer education, curriculum development, Canadian

Kourilsky, Marilyn. "The Kinder-Economy: A Case Study of Kindergarten Pupils' Acquisition of Economic Concepts". Elementary School Journal, 77(3), (January 1977), 182-191.

The Kinder-Economy is a teacher-guided program that introduces basic economic concepts to children in primary grades. The results of several pilot projects indicate that young children are capable of comprehending concepts such as scarcity, supply, demand, opportunity costs, and other related economic concepts. They are also capable of the abstract process of rational decision-making versus trial and error choice.

The Kinder-Economy program introduces nine concepts that emphasize decision-making concepts on economics related to the real world. Each concept is introduced in a three stage sequence: the Experience, the Debriefing, and the Reinforcement. In the first stage the children actually experience the concept being emphasized. For example, children are exposed to a number of scarcity situations to introduce the 'scarcity concept'. In the second stage, teachers explain the concept of scarcity and relate it to the children's experiences. Thirdly, the teacher reinforces the experiences through games, learning centers, and sometimes filmstrips.

curriculum development and testing, teaching methods, U.S., Kindergarten

Larkins, A. Guy, and Shaver, James P. "Economics Learning in Grade One: The U.S.U. Assessment Studies". Social Education, Vol. 33 (December 1969), 958-965.

Lawrence Senesh, in conjunction with the public schools of Elkhart, Indiana, developed social studies programs for grades one through three, based on economic and other social science concepts. Senesh was convinced that economic concepts could be taught to and understood by children even in the earliest grades. Therefore, he developed his materials with this as his goal. The general title for the program is Our Working World, and the course of study for Grade One is subtitled Families at Work. The studies reported in this paper had two objectives: 1) to develop achievement tests based on Families at Work, and 2) to use those tests to assess the ability of first grade children to learn the content of the program.

In general, the studies showed that economics achievement tests were consistently higher for the students who had used the unit than for those without such instruction. The testing did not uncover economic concepts which were clearly too difficult for first grade children nor was the unit too easy for bright children. Also, it was found that below average or slow students were still able to learn at least part of the content of Families at Work.

curriculum development and testing, U.S., Grades 1 through 3

Nappi, Andrew. "Children as Consumers". Elementary School Journal, Vol. 73(5), (February 1973), 239-243.

This article attempts to build a case for making consumer education an integral part of the elementary school program. The author suggests that the child in his early formative years has an unlimited curiosity and an earnest desire for answers to his many why questions, which can provide the basis for teaching concepts in consumer education. Also, as young consumers, children have a strong desire to be independent and to make their own decisions. Nappi suggests that the purpose of a consumer education program in the elementary school curriculum should be to introduce children to certain fundamental ideas and to relate children's experiences to those ideas. The article also puts forward a list of some concepts and understandings that may be used to build a consumer education curriculum in the elementary school, such as: 1) people who use or consume things are called consumers, 2) consuming may occur quickly or over a long period of time, 3) some of our consumer wants are for material goods and others are for services, 4) because consumers' wants are unlimited, choices have to be made, 5) before something can be consumed, it must be produced, 6) division of labour, and 7) income not spent on consumption represents savings, etc.

theoretical, consumer education, curriculum development

National Association of State Boards of Education. Perspectives on Consumer Education. A NASBE Monograph Series, Parts 1-3, 1978.

This series of three publications was written to acquaint the public with consumer education issues and how they affect policies. Included in these monographs are articles on: what should be taught as part of consumer education from several points of view (Part I); how consumer education programs should be designed (Part II); and some current consumer education topics (Part III).

The articles contain some suggestions for developing policies that would provide students with practical life skills without detracting from the high priority placed on academic studies.

Available from: National Association of State Boards of Education
444 North Capitol Street, N.W.
Washington, D.C. 20001, U.S.A.

need for consumer education, curriculum development, implementation, U.S.

Portland Public Schools. "An Integration of Career and Consumer Education and Reading and Language Arts Program Goals". Portland, Oregon: ERIC Document Reproduction Service, ED 110 771, June 1974.

The purpose of this study was to examine the need for career and consumer education programs for children in Grades K to 3. Teachers of primary grades indicated a need for this type of program, however, many expressed some concern about the lack of time available in the curriculum to incorporate these as separate teaching concepts. The general feeling was that an integration of career and consumer education concepts into existing reading and language arts programs would be more effective. The researchers evaluated the materials currently used in these programs against a checklist in order to identify specific content relating to career and consumer education.

The study committee concluded that teaching career and consumer education concepts in concert with reading skills is feasible and supported by teachers.

Available from: ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210, U.S.A.

teacher survey, need for consumer education, U.S., Kindergarten to Grade 3

Western Provincial Task Force on Elementary Consumer Education. Report: Consumer-Oriented Studies for Elementary School Children. Edmonton: The Task Force, 1976.

The general task assigned to the Western provinces was to comment on consumer-oriented studies in elementary schools, determined to be Grades 1-6, and to recommend alternatives for action. They examined the desirability, potential and current state of this field. The report introduces new research in the form of a teacher survey which identifies attitudes toward and activities in consumer education among elementary-level teachers in Alberta, British Columbia and Saskatchewan. The authors suggest that the value of this report lies in its clarification of the needs of educators, in its support of the proposition that consumer education for youngsters is desirable and therefore in its assistance to Departments of Consumer Affairs in developing consumer education programs in the earlier grades.

*This report is contained in the collection of the Consumer Information Center, Toronto, Ontario.

Available from: Western Provincial Task Force on
Elementary Consumer Education
11th Floor, Capital Square
10065 Jasper Avenue
Edmonton, Alberta

teacher survey, need for consumer education, Canadian, Grades 1 to 6

1.2 Consumer Socialization

Aldous, Joan. "Commentaries on Ward, 'Consumer Socialization'". Journal of Consumer Research, Vol. 1 (September 1974), 15.

This paper suggests both some weaknesses and strengths of Scott Ward's review on consumer socialization. Aldous suggests that while Ward introduces us to the important problem of consumer socialization, the question of "consumer socialization for what?" is still left unanswered. In other words, "is the ultimate goal of such research as cited by Ward to develop the information processing capabilities of consumers for making cost-quantity judgments, or is it to reduce the success-failure ratio among the industries, non-profit organizations and governmental agencies interested in communicating with young people?"

While the author suggests that Ward has done an excellent job of organizing and reviewing the still young field of consumer socialization research and wisely emphasized that children as well as parents can transmit consumer values, she also points out some weaknesses with the review. For example, Aldous proposes that much of the research Ward reviewed deals only with the two categories, parents and children or mothers and children. Also, she feels that more careful consideration is due for questions regarding the possible dynamic relationship among the various discreet consumer criteria. Ward might also be accused of not being sufficiently demanding of research designs appropriate to his definition of socialization as a process over time through transaction with other people involving direct or mediated communication. However, Aldous points out that her reservations about Ward's review reflect questions of emphasis rather than fundamental criticisms.

critique, consumer socialization

Bellur, V. V. "Children's Market: Products Purchased, Information Source, and its Size". Paper presented at the Fourteenth Annual Meeting of the Midwest Business Administration Association, Chicago, Illinois, 6-7-8 April 1978.

While many studies have been done to examine the influence of children on adult purchases, few studies look at children 6-13 years of age as buyers and consumers of goods. Information relative to the amount of allowance or pocket money received per week, what was purchased with the money, who made the purchase, and the information source for the item purchased, was obtained through interviews with the children. The results show that 74% of the children made the purchases themselves with store displays and TV ads cited most frequently as sources of information. The children indicated planned purchasing patterns as well as impulse buying. The author concludes that children spend large amounts on purchases and represent a potential market segment.

Available from: School of Business and Management
Northern Michigan University
Marquette, Michigan 49855, U.S.A.

consumer skills, knowledge, U.S., 6-13 year olds

Calder, Bobby J.; Robertson, Thomas S.; and Rossiter, John R.
"Children's Consumer Information Processing".
Communication Research, 2 (July 1975), 307-16.

Attention is drawn to a number of general theoretical considerations for appropriate modelling of children's consumer information processing, such as the Piagetian approach and social learning theory. Ways in which such models are discussed and important issues which must be addressed by any comprehensive model of children's consumer information processing are suggested.

theoretical, children's consumer information processing, U.S.

Danzinger, K. "Children's Earliest Conceptions of Economic Relationships". The Journal of Social Psychology, 47 (1958), 231-240.

Children aged 5 to 8 years old were questioned about the meaning of rich and poor, the uses of money, and about the position of the 'boss' at work. From the results, the author hypothesizes that the acquisition of various economic concepts occurs at different levels of conceptual development. Young children had very isolated ideas about the marketplace. They understand that people pay for goods but they cannot link buying-selling transactions in a rational way. In the same way, the 'boss' is simply a category or name for a worker to the young child with no economic meanings tied to the name. Older children (8 yrs.) are capable of comprehending the totality of economic relationships. They understand the link between producers, sellers, and consumers and understand the purpose of selling things. They also view the 'boss' in a more economic sense, i.e., the owner of the factory who pays the workers. The author also states that progression through these conceptual stages depends on the richness of the environment as well as internal maturation.

theoretical, economic skills and knowledge, U.S., 5-8 year olds

Robertson, Thomas S. "The Socialization of Children as Consumers". A Working Paper, July 1974.

The paper begins with a review of the consumer behaviour of children from the theoretical vantage point of socialization theory, from both a psychological and sociological perspective. Cognitive development, psychoanalytic, learning and role theories are reviewed. The components of consumer socialization and socialization agents (advertising, family, peers) are discussed and suggestions for further research are presented.

theoretical, consumer socialization, U.S.

Russell, Sharon and Terry. "Children as Consumers". Canadian Consumer, Vol. 9, #2 (April 1979), 42.

This very brief article asks the question "how do we teach our children to become wise consumers?" It suggests that while there are many voices telling children to "buy", "spend", "consume", etc., there are very few telling them to "stop and think" or "do you really need this?"

The authors suggest that even children in the early elementary grades have some money to spend or have some influence on family spending and they are under great pressure to join the consumer society. They suggest that while prohibition is usually the first and often only consumer education children receive, more positive approaches are necessary. The authors also suggest that adults can provide information and advice and ensure that children are provided with good alternatives and that it is our responsibility as adults to work towards better consumer education from a variety of sources.

Purchase from: Consumers' Association of Canada
251 Laurier Avenue West
Ottawa, Ontario
(bi-monthly) $8.00/yr.

consumer role, parental role in consumer education

Stampfl, Ronald W.; Moschis, George; and Lawton, Joseph T. "Consumer Education and the Preschool Child". The Journal of Consumer Affairs, 12(1) (Summer 1978), 12-29.

The process of consumer socialization is explored with respect to a number of agents which socialize children into the consumer role and variables important in socialization theory. Learning properties which could act as the foundation for preschool consumer education are suggested as well as economic concepts which may be appropriate. The results of an exploratory study comparing two approaches to preschool consumer education are presented.

theoretical, consumer socialization, curriculum development and testing, U.S., preschool

Strauss, Anselm L. "The Development and Transformation of Monetary Meanings in the Child". American Sociological Review, 17 (June 1952), 275-286.

Using a scale analysis method, the author identifies nine developmental stages in the acquisition of monetary concepts for children 4½ to 11 years of age. This development is viewed as cumulative in that later meanings are developed from and often include earlier and simpler monetary meanings that the child holds.

theoretical, money skills and knowledge

Ward, Scott; Wackman, B.; and Wartella, Ellen. How Children Learn to Buy. Beverly Hills: Sage Publications, 1977.

This book deals with the development of consumer information processing skills and consumer socialization. Cognitive aspects of children's consumer behaviour and consumer information processing, as well as the family's role in consumer socialization are presented. Various data from research conducted by the authors are presented and discussed and the final section of the book deals with implications of the research for public policy. It is suggested that this research on consumer socialization processes can help to identify children's abilities to process information as well as identify gaps in children's knowledge and skills which might be addressed in the classroom.

The authors suggest that the research could be valuable for consumer education programs as well as relevant to planners in corporations, self regulatory groups and government agencies who are concerned with policy decisions regarding the use of advertising directed to children.

Purchase from: Sage Publications, Inc.
275 South Beverly Dr.
Beverly Hills, California 90212, U.S.A.

$8.95

theoretical, consumer socialization, family influences, television advertising influences, public policy formation, U.S., Kindergarten, 3rd grade, 6th grade

Ward, Scott. "Consumer Socialization". Marketing Science Institute Research Report, January 1974.

This paper deals specifically with consumer socialization as compared to the general socialization process. Ward reviews relevant studies in the areas of economic socialization, advertising influence on children, the relative influence of parents, peers and media, consumption skills and attitudes of children and adolescents, and family consumer decision-making.

Ward concludes that the learning of certain economic concepts occurs at different stages of children's cognitive development and that parents have a major influence on this learning process. Three specific areas are identified for further research:

1) the content of consumer learning
2) learning processes
3) the impact of childhood learning on later behaviour

theoretical, consumer socialization, socializing agents, consumption skills, U.S.

1.3 Advertising

Barry, Thomas E. Children's Television Advertising. Chicago, Illinois: American Marketing Association, 1977.

The purpose of this monograph was to bring together in one source most of the research on children's television advertising, of investigation and enforcement in the field of marketing. Several major issues such as content, deception, cynicism, materialism, economic exploitation, among others are discussed. The second part of the monograph deals with empirical findings in areas such as consumer socialization, consumer skills, impact of children, to name a few. A brief final section presents some conclusions and discusses five areas of needed research as follows: 1) increased support for objective research, 2) impact on children as individuals, 3) impact on family relations, 4) consumer education, and 5) methodological considerations.

Available from: Southern Methodist University
222 South Riverside Plaza
Chicago, Illinois 60606, U.S.A.

theoretical, advertising, U.S.

Jenkins, Gladys G. "Families, Mass Communication, and the Marketplace". Childhood Education, 54(Nov.-Dec. 1977), 67-70.

The author maintains that television advertising creates desires and develops a "buy-ism' attitude among children. Rather than changing or banning advertising, the author suggests that parents should teach their children consumer concepts so they can better deal with buying pressures. Children learn from family budgeting discussions and they profit even more if allowed to be active participants in the discussion. Children also learn through observation, therefore it is important for parents to practice good consumer skills.

theoretical, advertising, parental role in consumer education, U.S.

Lam, Pamela Y.Y., Influence of Television Commercials on Young Children. Masters Thesis - North Texas State University: ERIC Document Reproduction Service, ED 156 326, 1978.

This study investigated the influence of television commercials for toys and cereals on young children. Forty-four children ranging in age from 4 to 7 years, were interviewed regarding their television viewing habits, their attitudes towards television commercials, their demands for their mothers to buy cereals and toys, and their interpretation of the reality of the commercials. The mothers of these children completed a questionnaire about their children's viewing habits, their own attitudes towards commercials and their reactions to their children's demands for advertised products.

The more television the children watched, the more they demanded advertised products. Most of the time mothers did not yield to their children's demands for advertised products. Children were able to name their specific preferences and dislikes for television commercials, and they tended to prefer commercials which were related to their interests. Parental discussion on the content and selling techniques of television advertisements reduced the extent of children's demands for advertised products and the extent of parental yielding to demands. Boys and girls did not show particular differences in responding to T.V. commercials.

Available from: ERIC Document Reproduction Services
P. O. Box 190
Arlington, Virginia 22210, U.S.A.

theoretical, advertising, purchase requests, understanding of commercials, family influence, U.S., preschool

Prince, Paul and Lazarus, Margaret. "Junior Consumer Protection". Educational Broadcasting, 8 (Jan./Feb. 1975), 13-15, 30.

As an alternative to banning television advertising to children, the authors feel that children could be educated to protect themselves from advertisers' claims. Based on the assumption that children are capable of disagreeing with sponsors' messages and of identifying false messages, the researchers developed a 5½ minute filmstrip to be viewed by the children. The first part of the film explained the selling function of commercials. Then two commercials were shown followed by two child performers who analyzed the commercial intent. Then a third commercial was shown which the subjects were asked to analyze. Measures of understanding the objectives of commercials were taken both before and after viewing the film. The results showed that although the film increased children's awareness of the selling intent of commercials, this knowledge had little or no impact on decreasing the children's desires for the advertised product. This may have resulted from the desirability of the product (Twinkie cakes).

The authors suggest that children of younger age groups may be able to absorb the selling function concept if presented in a simpler form.

theoretical, advertising, U.S.

Reid, Leonard, N. Regulating Children's Television Advertising: Reassessing Parental Responsibility. Paper presented at the Annual Meeting of the Association for Education Journalism: ERIC Document Reproduction Service, ED 159 679, 1978.

This paper was presented in response to public concern over the effects of television commercials on children and the proposed FTC ban on certain advertising. The purpose of the paper was to comment on the need for all interested groups, including regulatory bodies, to consider implications of recent research by Reid and Wackman, Wartella and Ward concerning the impact of parental involvement on children's ability to understand television advertising.

The first study indicated that mother-child interaction does influence the child's development of such consumer related skills as product awareness, comparison, and evaluation. Based on Piaget's theory of cognitive development, the second study revealed that preschool children possess a sophisticated ability to understand the nature and purpose of television commercials and are able to discern commercial content from program content. Based on this research, the author suggests that efforts to increase parental involvement in the consumer socialization of their children provide a more realistic and potentially more effective solution for regulating children's television viewing than control through regulatory agencies.

Available from: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210, U.S.A.

theoretical, advertising, parental role in consumer education, U.S.

Reid, Leonard N. "Viewing Rules as Mediating Factors of Children's Responses to Commercials". Journal of Broadcasting, Vol. 23, #1 (Winter 1979), 15-26.

This study of children's responses to television advertising employed personal interviews to determine a family group's consumer teaching orientation and viewing habits and patterns, and participant observation to study aspects of children's interaction with the content of television commercials in the family group viewing situation. The collected evidence revealed two important observations: 1) the kinds of activities that children engage in while watching television with parents are mediated and legitimized by the viewing rules governing the family group viewing situation, and 2) differences in children's responses to television commercials and how parents handle their responses, including advertising-initiated product requests are influenced by the social environment provided by that particular family group. What is indicated by the study's findings is that television commercials do not dictate children's responses, but are acted toward in relation to those events, activities and rules which surround viewing situations and are subsequently internalized and carried to other viewing situations in later life.

theoretical, television advertising, family influences, U.S.

3.0 Bibliographies and Reference Materials

Children's Advertising Review Unit. Children and Advertising: A Bibliography. New York, N.Y.: National Advertising Division, Council of Better Business Bureaus, Inc., 1978.

This bibliography includes research as well as books, articles, speeches, statements and testimony which may be pertinent to the effects of advertising on children. It does not include the rather substantial literature which relates primarily to the effects of television programming on children, except in those specific instances where a book or article may deal with both advertising and program content. It also does not attempt to include the literature on child development, but some titles are included which pertain to child consumer learning and socialization.

Available from: Clearinghouse for Research on
Children's Advertising
Children's Advertising Review Unit
National Advertising Division
Council of Better Business Bureaus, Inc.
845 Third Avenue
New York, NY 10022, U.S.A.

Consumer Affairs Resource Center. Consumer Education Resources 1977 Update. Regina, Saskatchewan, Department of Consumer Affairs, 1977.

This bibliography lists new consumer education resource materials acquired by the Consumer Affairs Resource Center, giving an indication of the range of consumer education resources available for loan from the Resource Center in Regina.

Available from: Consumer Affairs Resource Center
Department of Consumer Affairs
Education and Information Branch
11th Floor, S.P.C. Building
2025 Victoria Avenue
Regina, Saskatchewan S4P 0R9

Faber, R., and Ward, Scott. Consumer Socialization of Young People: A Bibliography. Cambridge, Massachusetts: Marketing Science Institute, June 1976.

A bibliography of 380 citations, which are grouped in four categories: 1) theoretical overviews, 2) empirical overviews, 3) effects of T.V. advertising on children and adolescents, and 4) consumer socialization, skills and knowledge.

Available from: Marketing Science Institute
14 Story Street
Cambridge, Massachusetts 02138, U.S.A.

Forgue, Raymond E., and Mitchell, Glen H. A List of Sources of Audio-Visual Materials in Consumer Education. Blacksburg, Virginia: Community Consumer Education Awareness Project, February 1979.

This is simply a list to provide the consumer educator with people and organizations which can be contacted to obtain relevant audio-visual materials.

Available from: 102 Wallace Annex
VPI and SU
Blacksburg, VA 24061, U.S.A.

George Peabody College for Teachers. Free and Inexpensive Learning Materials. Weston: Incentive Publications, 1979.

An annual list of free and inexpensive learning materials for all education subjects. Items are listed alphabetically by subject with title, source, address, price, and brief description of each item or set of items. Sources are U.S., and pamphlets, pictures, charts and teacher's guides predominate. Several subject areas, such as Consumer Affairs, Nutrition, Energy, and Money Management list materials relevant to consumer education.

Purchase from: Moyer Vico Corp.
25 Milvan Drive
Weston, Ontario M9L 1Z1

Herrmann, Robert O. The Consumer Behaviour of Children and Teenagers: An Annotated Bibliography. U.S.A.: American Marketing Association, 1969.

The abstracts contained in this volume provide a description of the factors affecting the consumer behaviour of youth and their actual consumption behaviour and preferences. The age range covered is from infancy through college age. Some of the subject areas covered are as follows: social and business influences on youth, the young consumer, consumption and preferences, and influence of children on family spending.

Lentink, Jarmila. The Child as a Consumer. The Hague, Netherlands: International Organization of Consumer Unions (IOCU), July 1978.

This selected annotated bibliography attempts to give an overview of what IOCU members are doing for the child consumer. The bibliography comprises references to publications published by IOCU and IOCU member organizations and covers the period from 1973 onwards. The appendix contains an alphabetical list of consumer periodicals quoted throughout the Bibliography and the names of their publishers.

Available from: International Organization of Consumer Unions
9 Emmastraat
2595 EG The Hague
Netherlands

Nappi, Andrew T.; Moran, R. Allen; and Berdan, Mary Jo. Learning Economics Through Children's Stories -- A Bibliographic Reference. New York: Joint Council on Economic Education, 1973.

This annotated bibliography is divided into 8 parts. These divisions are intended to give readers clear identification and efficient access to reading material in the field. Useful for elementary teachers, curriculum supervisors, reading consultants, school librarians, economic educators and others.

Part II is an annotated lsiting of children's stories in economics. Part III is an annotated survey of selected research in the areas of economics in the elementary school. Part IV contains a listing of articles and reference material relating to the teaching of economics in the elementary school. Part V contains a selective list of journals and newsletters in the field. Part VI describes professional organizations in the field. Part VII contains a selected list of bibliographies of children's stories. Part VIII gives names and addresses of the publishers of the stories identified in this bibliography.

*This bibliography is contained in the collection of the Consumer Information Center, Toronto, Ontario.

Office of Consumer Affairs, Consumer Education Bibliography, U.S. Government Printing Office, Washington, D.C., 1978.

This bibliography is a listing of over 4,000 books, pamphlets, periodical articles, audiovisual aids, and teacher's materials relating to consumer interests and consumer education.

Available from: Office of Consumer Affairs
225 Peachtree Street N.E., Suite 400
Atlanta, Georgia 30303, U.S.A.

Watson, Brenda. Consumer Education Materials: An Annotated List. Alberta Education and Alberta Consumer and Corporate Affairs, 1979.

This publication is designed to assist libraries and teachers in identifying consumer education material which may be of interest in various subject areas and grade levels. All materials listed are held by Alberta Consumer and Corporate Affairs Resource Center as a preview collection for educators considering purchase of consumer education material and can be obtained on loan by contacting the Resource Center.

A new 1980 update of this publication is also available.

Available from: Curriculum Branch
Alberta Education
Executive Building
10105 - 109 Street
Edmonton, Alberta T5J 2V2

Resource Center
Alberta Consumer & Corporate Affairs
9915 - 108 Street
Edmonton, Alberta T5K 2G8

Alberta Consumer and Corporate Affairs, Cosmic coinship -- Learning to Make Allowances.

This booklet is designed as a fun, family book and it contains a variety of interesting, colourfully illustrated activities such as stories, coin identification exercises, counting games, tracing, addition exercises, crossword puzzles, comic strips, mazes and a poster. The book is designed for use with 5-12 year olds and as the child works through the program, the activities become more difficult. Some of the concepts presented are as follows: history of money, counting, coin recognition, grouping, adding, cost and worth, decision-making, how money is earned, allowances, record keeping, banking and credit, comparison shopping, needs and wants, the marketplace, etc. The booklet also outlines the parents' role in participating in each activity. The book is very colourful and exciting and the characters are designed to appeal to children. Also, the pictures of coins are depicted very realistically which makes it easier for the child to identify with the pictures and relate them to real life.

Available from: Alberta Consumer and Corporate Affairs
7th Floor, Capitol Square
10065 Jasper Avenue
Edmonton, Alberta

activities, parent participation, money concepts, banking, buymanship skills

Co-operative Extension Service. The Money World of Your Preschooler. Michigan State University, Extension Bulletin 410A, Home and Family Series, (June 1967).

Preschool children understand the buying function of money but lack knowledge of different coin values. Parents can help their children gain knowledge of money concepts by allowing them to have actual experiences in making choices, handling money, and carrying out a buying transaction. Children's borrowing and lending practices with toys serve as an underlying basis for understanding the purpose of borrowing and lending money. The concepts of earning and sharing money can also be introduced to the young child. Other suggestions and guidelines for parents in teaching their children monetary skills are presented in this pamphlet. Emphasis is placed on the importance of actual marketplace experience in developing these skills.

activities, parent participation, money skills, coin value

Frasier, Roberta C. and Johnston, Alberta B. Teaching Money Skills to Preschool Children. Pacific Northwest Extension Publication (June 1969).

This pamphlet serves as a teaching guide for parents. Nine concepts that children can and should learn about money are outlined (i.e., money is a medium of exchange, coins have different names and values, money is limited, money can be saved, etc.). Knowledge of money concepts is related to various age levels. Toddlers view money only as an object to put in their mouths. A two-year-old begins to learn the names of coins and the concept that money buys things. Three-to-six-year-olds have a better grasp on coin value. First they may value coins by size, however, buying experience can help overcome this conceptual barrier. Children of this age group can also learn to make choices with some prompting from parents. The authors outline three general ways that children learn about money: 1) from everyday experience, 2) by example and imitation, and 3) by having experiences using money. Specific teaching activities for parents to follow are also suggested.

activities, parent participation, money concepts

Household Finance Corporation of Canada, Money Management Institute, "Children's Spending". U.S.A., 1978.

Recognizing the fact that children's views of money carry over into their adult years, this booklet suggests ways for parents to teach their children about money concepts from the preschool level to adolescence. Attitudes towards money are often unconsciously transmitted to children by their parents. Children learn through observation and participation in household economic decisions. To introduce the preschool child to money concepts, he can be given small amounts of money for spending on a regular basis. Shopping trips allowing him to actually make a purchase and handle money are often invaluable experiences. The booklet also provides guidelines for children aged six to twelve and for early teens. Various sources of money are discussed along with suggestions for handling special problems with money such as situations that arise when children lose money, hoard money, go on spending sprees, cause damage to property, or steal money. The suggestions made are relevant to the child's level of understanding and are easy for parents to follow.

Purchase from: Money Management Institute
Household Finance Corporation of Canada
85 Bloor Street East
Toronto, Ontario M4W 1B4

50¢

activities, parent participation, money skills, buymanship skills

2.1.2 CLASSROOM

Banks, Marjorie Ann. How We Get Our Dairy Foods. Chicago: Benefic Press, 1964

This book can be read to preschool and kindergarten students and read by first and second graders themselves. Information is given about the production of dairy products from dairy cattle. The story traces the steps of the production process from milking the cows, through the dairy plant to the making of butter, cheese and ice cream. The final chapter shows how the foods are brought to the consumer.

resource materials, classroom or home-based, production process

Braun, Bonnie, and Wilson, Elaine. Energy Education: The MIZER Series. Oklahoma State University, Stillwater, Oklahoma: ERIC Document Reproduction Service, ED 158 725, 1978.

This preschool curriculum guide for energy education provides concepts and activities designed to develop an awareness of energy, an interest in understanding energy and a sense of responsibility to use energy wisely. The guide provides language, science, math, social studies, art, physical education, and music experiences appropriate for small or large groups of children. An ageless, sexless MIZER sun-symbol (a puppet or bulletin board figure) is essential to the program as a means of personifying abstract concepts and integrating diverse activities. The guide has five major sections organized around the ideas of understanding basic energy transfer, using energy wisely, and sources of energy. Letters from MIZER are included in the fifth section as a means of extending the school-based program to activities and games for the family at home.

Field testing suggests that progress through the curriculum should be slow in order to give the children and their families time to acquire and respond to the energy education ideas and activities. Simple activities and basic materials proved better than more elaborate implementations for instructing young children.

Available from: Bonnie Braun & Elaine Wilson
Energy Education: The MIZER Series
Stillwater, Family Study Center
Division of Home Economics
Oklahoma State University

activities, classroom and home-based, energy education

Consumer and Corporate Affairs, Summer Program - Product Safety, 1973.

The Consumer and Corporate Affairs Department of Canada runs a summer program, specifically directed to pre-schoolers to make children and their parents more aware of the meaning of the hazardous product symbols and to understand the dangers that products marked with the symbols present in the home. Teams of students present plays or puppet shows in schools, day care centers, shopping centers and fairs. They use the well-known martian puppets, Binkley and Doinkel and Sniffer, the dog. A script for the puppet show is available from Consumer and Corporate Affairs, as well as more information on the summer program.

Available from: Consumer and Corporate Affairs
23rd. Floor, Zone 7
Place du Portage
Phase I
Hull, Quebec K1A 0C9

activities, day care and shopping centers, hazardous products

Consumers Union of United States. Early Childhood-Consumer Education, Mount Vernon, N.Y., Consumers Union of U.S., 1973.

Deals with consumer education for young children using parents, teachers and television. Theory and important aspects of consumer education are discussed and specific examples of home based and school programs are outlined.

*This book is contained in the collection at the Consumer Information Center, Toronto, Ontario.

Available from: Consumers Union
256 Washington Street
Mount Vernon, New York, 10550, U.S.A.

activities, classroom and home-based, consumer concepts

Heylman, Katherine M. "No Bargain for Frances: Children's Trade Books and Consumer Education". School Library Journal (October 1971), 77-82.

The author has reviewed children's trade books looking for both explicit and implicit approaches to consumer education. Her report is actually an evaluation of these books as potential materials for consumer education programs. As such, this article would be useful for consumer educators and teachers in planning their curricula and in identifying relevant resource materials.

The author states that trade books useful in assisting the child to become a responsible consumer should develop one or more of the following abilities: 1) the ability to make reasoned choices, 2) the ability to focus on only relevant information, 3) the ability to recognize emotional appeals. Both the strong points and the shortcomings of each book are discussed in this review.

resource materials, classroom, children's books

Johnson, Jean. "And Now a Word from Our Sponsor....Let the Children Beware". Teacher, 94:8, (1977), 83-86.

Young children aged five and six do not understand why products are advertised on television. As they grow older they become increasingly frustrated with their inability to cope with what they believe to be misleading advertising. As adults, they will receive most of their consumer information from television; therefore, it is necessary to teach children to deal with television now. This education can begin in the classroom.

The author outlines several classroom activities which are adaptable to any age group. These activities include viewing TV ads and engaging in classroom discussion; keeping a diary of afternoon TV viewing; and creating an ad. Several filmstrips are also recommended as teaching aids to help children understand TV advertising.

activities, classroom, advertising

McClenahan, Pat and Jaqua, Ida. Cool Cooking for Kids: Recipes and Nutrition for Preschoolers. Toronto: Fearon-Pitman (Copp Clark), 1976.

A guide for teaching cooking and nutrition creatively to preschoolers. The importance of teaching food and nutrition to children is emphasized, and basic nutrition information, teaching methods, equipment requirements, recipes, and recipe variations are provided. There are sections on cooking with and without a heat source. Sources of enrichment materials, a nutrition bibliography, and an index are provided. A comprehensive treatment of the subject, presenting a wealth of food preparation and food related activity suggestions.

Purchase from: Copp Clark Publishing
517 Wellington St. W.
Toronto, Ontario M5V 1G1

activities, classroom, nutrition

Seefeldt, Carol. Social Studies for the Preschool - Primary Child. Columbus, Ohio: Charles E. Merrill Publishing Co., 1977.

This book is a guide for teaching social studies to 4-8 year olds, based on the idea that social sciences can be presented to young children in meaningful, appropriate ways. Chapter Six of the text deals with Economics.

The chapter suggests that beginning in the preschool and primary classroom, teachers can introduce children to essential economic principles and help them sort out their experiences and organize them into meaningful concepts.

Studies by Senesh, Darrin, Robison and Spodek, and others are discussed which demonstrate that economics, when based on the actual experiences of children can be successfully introduced and taught. Key concepts such as scarcity, wants and needs, decision making, being a wise consumer, economic production, money, consuming goods and services, specialization, etc. are discussed along with activities which could be used to teach these concepts to the children. References, resources, addresses and materials are also listed at the end of the chapter.

activities, classroom, economics, social studies

U.S. Consumer Product Safety Commission. "Little Leon the Lizard". Washington, D.C.: U.S. Government Printing Office, undated.

Teaching children to use toys safely is the aim of this booklet. The lessons are presented in the form of a story. The language and illustrations are very simple and the booklet is designed for parents or teachers to read to the very young child who has not yet mastered reading skills, or to be read by children in the early primary grades.

Available from: Office of Consumer Affairs
255 Peachtree Street N.E., Suite 400
Atlanta, Georgia 30303, U.S.A.

resource materials, classroom or home-based, product safety

22 KINDERGARTEN AND UP

Families Learning Together, A Daily Life Curriculum. Home and School Institute, Washington, D.C.: ERIC Document Reproduction Service, ED 179 532.

An outline is given of the contents of learning kits for the Families Learning Together Program for grades K-3 and 4-6. Descriptions are provided of learning activities engaged in jointly by parents and children on the subjects of reading, mathematics, occupational knowledge, consumer economics, community resources, health and citizenship. Ordering information for these kits is also provided.

Available from: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia

activities (kit), parent participation, economics, occupations

Kahn, Charles H. and Hanna, J. Bradley. Money Makes Sense. Toronto: Copp Clark, 1977.

This workbook introduces Canadian coins and provides practice in simple addition and comparison of money values. Exercises involve matching and naming Canadian coins and their values, counting money, addition and comparison. Pictures of Canadian coins, written words, and numerical symbols represent sums.

Purchase from: Copp Clark Publishing
517 Wellington Street West
Toronto, Ontario M5V 1G1

$3.95

resource materials, classroom or parent participation, money skills

Sutherland, Bruce. One Penny--Two Penny. Toronto: Sutherland Publishing Company, 1977.

This book is designed to teach elementary school children the value of saving money. A guide is provided for parents who wish to discuss the book with their children, in which case it may be appropriate for younger children (i.e., Kindergarten or preschool level). There are three central characters in the story. Alfie Acorn, who represents each child who reads the book; One Penny, who is a personification of the child's allowance or spending money; and Mr. Fudge, who represents business. These three characters introduce the economic concepts associated with banking and saving. The concepts that are presented are earning interest, borrowing, lending, profit, and saving. The book also gives a good overview of the operation of both the banking system and the producing function of business. The illustrations are very good and are effective in reinforcing the ideas and concepts presented in the story. Responses to the book from children aged 6 to 10 years indicate that the story is successful in teaching the concept of saving money and the process involved.

Purchase from: Sutherland Publishing Company
50th Floor, Toronto Dominion Bank Tower
Toronto, Ontario M5K 1E9

$3.95

resource materials, classroom or parent participation, economics, banking, savings, profit, production

U.S. Consumer Product Safety Commission. "The Perils of PIP Preventing Poisoning". Washington, D.C.: U.S. Government Printing Office, 1978.

This booklet is designed to appeal directly to children. The information is presented in comic book form with PIP, the Magic Safety Elephant as the main character. The booklet is comprised of several short stories in which children find themselves in various situations involving poisons or hazardous products. PIP comes to the rescue and teaches the children lessons about preventing poisoning and product safety. Designed for children in the primary grades.

Available from: Office of Consumer Affairs
255 Peachtree Street N.E.
Suite 400
Atlanta, Georgia

resource materials, classroom or parent participation

Williams, Joyce and Stith, Marjorie. Middle Childhood Behavior and Development. New York: Macmillan Publishing Co., Inc., 1974.

This book on child development includes a chapter dealing with children in the marketplace. This chapter reviews the child's role as a consumer, his knowledge of money concepts, the impact of child-directed advertising, and the importance of consumer education.

The section dealing with money concepts would be particularly useful to parents. A description of children's knowledge of money concepts at different age levels is provided. The authors state that certain conditions contribute to more accurate money concepts: earning money; freedom in spending allowance money; being male; having a working mother; and having few siblings.

Also the way in which children receive money influences their understanding of money concepts. Money received as a gift contributes little to children's understanding because it is not a dependable or regular source of income. Handouts whenever the child asks for money does little to encourage planning. If the child is old enough to earn money, this is a highly effective way of developing money concepts. If the child is not old enough to work, a regular allowance is also an effective method of developing money concepts.

Purchase from: The Macmillan Company
866 Third Avenue
New York, New York 10022, U.S.A.

activities, parent participation, money concepts, consumer role, consumer education

2.2.2 Classroom

Alberta Education. Cost Project. A Consumer Education Project, Calgary, Alberta, 1977.

This book is divided into six sections with each section pertaining to a different grade level (for Grades 1-6). Each section is comprised of various lessons and classroom activities designed to teach consumer concepts to the children of a particular grade level. The topics for these lessons fall under five broad categories: Consumer Rights and Responsibilities, The Consumer and the Economic System, Consumer Motivation, The Consumer and the Environment, and Buymanship and Money Management. Each topic is interdisciplinary in that it relates to school subjects already included in the curriculum, particularly social studies, science, math, and language arts.

Available from: Alberta Education
Executive Building
10105 - 109 Street
Edmonton, Alberta T5J 2V2

activities, classroom, consumer rights, economics, buymanship

Allegheny Intermediate Unit, Pittsburgh, Pa. "Consumer's Choice. A Manual of Supplemental Consumer Education Teaching Strategies. Developed for Grades K-4". Prepared for the Bureau of Occupational and Adult Education, Washington, D.C., Office of Consumer Education.

This manual contains teaching strategies for infusing consumer education into the academic areas of art, language arts, math, science/health, and social studies. Each of the twenty to thirty learning activities provided for each of the academic areas is based on one of four consumer concepts: basic economics of the marketplace, major purchases of products and services, legal rights, redress and consumer law, and special problems such as advertising and product safety. Specific resources (films, books, etc.) are included with each activity. Student performance indicators are also outlined for each lesson.

activities, classroom, economics, buymanship, consumer rights

Bruce, Jean C. Dimensions for Living: A Teaching Guide for Grades K-3. Tidewater Public Schools, Va.: ERIC Document Reproduction Service, ED 172 087, 1977.

This is a curriculum developed for Grades K-3 which was designed to assist children to appreciate the enduring importance of family life, to develop a strong concept of themselves, to respect themselves and others, to recognize the importance of individuality and accept differences, to enhance their ability to get along with others, to understand feelings and cope with them, to clarify values and to develop competency in decision making. In addition, however, it provides factual information on community resources, the role of the consumer, management of financial resources, legal protection of individual rights, and on careers and occupations.

Available from: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210, U.S.A.

activities, classroom, consumer role, careers

Consumer Product Safety Commission. A Guide to Teaching Poison Prevention in Kindergarten and Primary Grades. Washington, D.C.: ERIC Document Reproduction Service, ED 143 462, 1974.

This teaching guide on poison prevention was designed for use with children in kindergarten and the primary grades. Section I presents background material, including a description of the poisoning problem, a discussion of objectives, suggested approaches and ideas for working with parents and the community.

Section II contains suggested learning experiences in the form of games, finger plays, stories, puppets, a visit to a drug store, etc.

Section III presents ideas for culminating activities such as school assembly programs, exhibits, and a home safety check list. Also included are ideas for evaluating the program, a list of resources for the teacher and supplemental worksheets and activities for children.

Available from: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210, U.S.A.

activities, classroom and parent participation, hazardous products

Davidson, Donald G., and Kilgore, John H. The Child's World of Choices. Iowa City: The University of Iowa, 1975.

Serves as a supplement to social studies guides in Grades K-3. It provides a means of incorporating economic understanding into the social studies curriculum. It is ordered by grade level, with five basic economic generalizations providing the focal point for the activities presented. The material for each grade becomes more complex and sophisticated as the generalizations are applied to each grade level. There is a student activity book available and a teacher's guide to accompany the student activity book.

* This set is available in the collection of the Consumer Information Center, Toronto, Ontario.

Purchase from: Bureau of Business and Economic Research
The University of Iowa
Iowa City, Iowa
$25.00/set

activities, classroom, consumer skills

Dawson, George G. Economic Education Experiences of Enterprising Teachers, Volume 15. A report developed from the 1976-77 entries in the International Paper Company Foundation Awards Program for the teaching of Economics: ERIC Document Reproduction Service, ED 159 087, 1978.

Twenty award winning, teacher-developed programs, projects, and courses in economic education are presented. These case study projects are designed to be used with kindergarten through college age. Most of the programs are too advanced for preschool aged children but the first program was developed for mentally handicapped students in Grades K-3 and could be used with preschoolers.

Available from: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210, U.S.A.

activities, classroom, economics

Euclid City Schools. Enriching the Curriculum through Consumer Education. Euclid, Ohio: ERIC Document Reproduction Service, ED 100 756, 1972, 102 pages.

The guide contains class activities for children in Grades K-6. The activities are designed to teach children specific concepts which will enable them to function effectively in the marketplace. Approximately 38 different activities are outlined which relate to various economic and marketplace concepts. Some of the topics covered are: buying toys, selling toys, pollution, weights and measures, labels, food additives, learning about money, metrics, the stock exchange. The activities presented in the guide can be integrated into the regular school program. The correlation of each activity to the math, social studies, science, language and arts curricula is indicated.

Purchase from: Euclid Public Schools
Euclid, Ohio

$3.00

activities, classroom, buymanship, money

Illinois Council on Economic Education. Innovative Techniques for Teaching Personal Economics: ERIC Document Reproduction Service, ED 121 678, April 1974.

This booklet summarizes fifteen winning entries in the 1973-74 Personal Economic Competence Awards sponsored by the Illinois Council on Economic Education. Entries are made from all grade levels (K-12) and are judged on the basis of their creativeness, their transferability, and their relevance to current economic issues. One of the top five entries is a program developed for Kindergarten students called "Home and Family". The emphasis here is on the family; their needs, wants, and choices. Activities designed to teach these concepts are outlined in the program summary. Most of the programs reviewed pertain to grades 7-12 and deal with finance problems (i.e., budgeting, credit).

Available from: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210, U.S.A.

activities, classroom, needs, wants, choices

Levine, Toby Kleban. "Can You Borrow a Cookie". Human Ecology Forum, 4(4) (Spring 1974), 29-30.

After briefly discussing the child's inability to accurately discriminate between products, this article describes a five week classroom program designed to introduce consumer concepts to students and teachers in Grades K-4. The program consists of video tapes, a teacher's manual, and consumer catalogues and emphasizes certain skills of information gathering, analysis and decision-making. Each unit depicts a situation involving a consumer-oriented problem that is left open ended for the student to solve through simulation and role playing. Some of the activities developed in the series are presented.

activities, classroom, decision making, information gathering, problem solving

Manitoba. Department of Education. Idea Bank of Consumer Education Learning Activities for K-6. Winnipeg, Manitoba: Department of Education, 1977.

This is a collection of consumer education activities which can be used with children in Grades K-6. Activities are suggested for the following areas: art, language, social studies, mathematics, physical education, music, science, health and nutrition, financial planning, life-skills and ideas for role playing.

Available from: Manitoba Department of Education
1181 Portage Avenue
Winnipeg, Manitoba R3G 0T3

activities, classroom, consumer concepts

Nickels, Dimes and Dollars (kit). ACI Productions (Encyclopaedia Britannica), 1975.

This kit contains four filmstrips and four cassettes. The aim is to instill a sense of the value of money in children. Alternatives to buying goods, and shopping guidelines are presented. The filmstrips 'Earn and Save', 'Shop With Care', 'Fix It Yourself', and 'Make It Yourself' tell how different children save for a baseball mitt; comparison shop for groceries; fix toys, clothes and household items; and make birthday presents. Clear closeup photographs of children and projects, and a narrator convey each story. Some projects and situations would need adult aid, and U.S. money is displayed.

Purchase from: Encyclopaedia Britannica Publications Ltd.
Britannica Learning Materials
2 Bloor St. W.
Toronto, Ontario M4W 3J1

$100.00

activities (kit), classroom, buymanship

Province of British Columbia. Ministry of Consumer and Corporate Affairs. Reference Materials -- A Consumer Education Kit. Victoria, B.C.: Consumer Affairs Program, 1979.

This consumer education kit was designed to serve as a reference tool for teachers, and provides information on resources and publications available to those involved in consumer education. The kit contains samples of the brochures produced by the Ministry of Consumer and Corporate Affairs, and copies of the major acts administered by the Ministry.

Available from: Ministry of Consumer and Corporate Affairs
940 Blanshard Street
Victoria, British Columbia V8W 3E6

resource materials, classroom, consumer education

Radis, Michael W. "Consumerism Belongs in the Classroom Too". Teacher, 90:9 (1973), 54-56.

This program is directly aimed at teaching children how to evaluate advertisers' claims about their products. The students work in groups with each group studying a product of their choice. The children study the advertisements for their product on television and note the claims made for it. To test the accuracy of the claims, the children sometimes reconstruct the tests shown on television. For example, to test the claim the "Pampers keep a baby drier than cloth diapers", the children actually tried pouring water on each diaper to see which felt drier. The children are also required to develop for their product a commercial that is not misleading. Many also wrote to the manufacturers to reveal their findings.

The age level for this education program is not specified, however, it seems reasonable to suggest that it could be applied to many age groups by varying the products being evaluated-- toys and games being more relevant to the young child and and more durable goods (stereos and cars) being relevant to adolescents.

activities, classroom, advertising

Saskatchewan Consumer Affairs. Education and Information Branch. Topics for Consumer Education.

This is a small booklet which gives a suggested arrangement of many topics and ideas under a framework of five main topics: 1) the economic system, 2) consumer motivation, 3) general principles of decision making, 4) consumer rights and responsibilities, and 5) buymanship and money management.

Available from: Saskatchewan Dept. of Consumer Affairs
Education and Information Branch
11th Floor S.P.C. Building
2025 Victoria Avenue
Regina, Saskatchewan

activities, classroom, economics, needs and wants, decision making, consumer rights, buymanship

School District of the City of Saginaw, Michigan. "Consumer Economics Education Curriculum Guide". Prepared in conjunction with Staff Preparation in Consumers' Education (Project S.P.I.C.E.) sponsored by the HEW Office of Consumer Education, 1979.

This curriculum guide is designed for use in grades K, 1, and 2. Consumer education has been broadly defined to include decision-making skills, planning, understanding of advertising and the marketplace, and budgeting and money concepts. The objectives of the program are organized about six major areas: consumer behaviour, financial management, goods and services, rights and responsibilities, economics, and information sources and assistance agencies. Consumer education goals are described for each of the six interest areas. Suggested activities and resources for use in the classroom are outlined for each objective.

Available from: Diana Umstattd
School District, City of Saginaw
Board of Education
550 Millard Street
Saginaw, Michigan 48607, U.S.A.

activities, classroom, decision making, advertising, money concepts

State Department of Education. Consumer Education Curriculum Guide, K-8. Portland Public Schools, Portland, Oregon (June 1976).

Public school teachers developed and tested this curriculum guide for consumer education. The program is structured so that consumer education is incorporated into the existing curricula. Activities for Grades K-3 emphasize money management, the purchase of goods and services, the effects of advertising, and consumer responsibility. Programs for Grades 4-6 expand on these basic concepts and incorporate more economic principles. At Grades 7 and 8 the emphasis is on financial responsibility and money management beyond the student's personal world.

*This book is contained in the collection of the Consumer Information Center, Toronto, Ontario.

Available from: Portland Public Schools
Portland, Oregon

activities, classroom, money management, buymanship, advertising

State Economic Education Committee. Economic Education Curriculum Guide, K-12. Oklahoma State Department of Education, 1976.

This curriculum guide was developed as an aid to teachers in implementing economic education into the regular school curriculum, especially into the social studies area. The activities are designed to encourage students to make rational choices in solving economic problems they will face in the future as individuals in society. Each section begins with a brief discussion of the major economic concepts, and a brief listing of economic ideas and classroom activities to facilitate effective learning follows. At the beginning of each major section are examples of goals and objectives with definitions of economic terms at the end of each section.

*This guide is contained in the collection of the Consumer Information Center, Toronto, Ontario.

activities, classroom, economics, problem solving